

New York State District Report Card Comprehensive Information Report

BEDS Code: 58-01-06-03-0000

Name: Amityville Union Free School District

Superintendent: Brian M. Desorbe

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	145	120	118
Kindergarten	218	250	204
First	291	253	264
Second	273	266	213
Third	257	289	259
Fourth	295	280	261
Fifth	285	242	238
Sixth	224	265	232
Ungraded Elementary	37	30	52
Seventh	232	233	244
Eighth	202	209	219
Ninth	210	264	325
Tenth	142	171	197
Eleventh	163	143	158
Twelfth	121	148	155
Ungraded Secondary	130	129	101
Total K-12 Enrollment	3080	3172	3122

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	50	1.6%	50	1.6%	50	1.6%
Black (Not Hispanic)	1984	64.4%	2056	64.8%	2023	64.8%
Hispanic	539	17.5%	569	17.9%	613	19.6%
White (Not Hispanic)	507	16.5%	497	15.7%	436	14.0%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	19	22	18
Common Branch	22	20	19
English Grade 8	23	21	22
Mathematics Grade 8	22	25	26
Science Grade 8	24	23	26
Social Studies Grade 8	23	24	27
English Grade 10	19	21	24
Mathematics Grade 10	30	18	21
Science Grade 10	20	14	24
Social Studies Grade 10	19	17	25

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
3	This is an urban or suburban school district with high student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	226	7.0%	241	7.3%	207	6.4%
Eligible for Free Lunch	1434	46.6%	1522	48.0%	1192	38.2%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		93.0%		93.2%		93.5%
Student Suspensions	370	11.9%	342	11.1%	545	17.2%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.2%	6.8%	8.4%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	257
Total Other Professional Staff	24
Total Paraprofessionals	91
Teaching Out of Certification*	3
Teachers with Temporary Licenses	1

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	149	32	21%	134	52	39%	137	51	37%
Students with Disabilities	13	13	100%	12	1	8%	13	5	38%
All Students	162	45	28%	146	53	36%	150	56	37%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	77	37	1	4	12	19
Percent	51%	25%	1%	3%	8%	13%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
13	5	6	19

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			211		32	
	Entered GED Program*			0		10	
	Total Noncompleters			211		42	
Students with Disabilities	Dropped Out			29		3	
	Entered GED Program*			0		0	
	Total Noncompleters			29		3	
All Students	Dropped Out	26	3.7%	240	30.0%	35	3.9%
	Entered GED Program*	0	0.0%	0	0.0%	10	1.1%
	Total Noncompleters	26	3.7%	240	30.0%	45	5.1%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9-12	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	39	77%	16	50%	31	94%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	85	86%	61	44%	100	91%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	2	#	1	#

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	9	33%	0	0%	6	83%
Science	8	50%	5	60%	4	#
Reading	1	#	2	#	2	#
Writing	0	0%	3	#	1	#
Global Studies	6	100%	2	#	1	#
U.S. Hist & Gov't	8	100%	3	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	13	69%	4	#	28	68%
Science	5	40%	3	#	11	36%
Reading	2	#	8	75%	11	64%
Writing	2	#	12	83%	13	85%
Global Studies	4	#	7	29%	4	#
U.S. Hist & Gov't	5	20%	7	43%	4	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	158	163	196	11	13	14
Number Scoring 55–100	137	124	164	5	4	7
Number Scoring 65–100	93	82	137	0	2	5
Number Scoring 85–100	16	13	27	0	0	0
Percentage of Tested Scoring 55–100	87%	76%	84%	45%	31%	50%
Percentage of Tested Scoring 65–100	59%	50%	70%	0%	15%	36%
Percentage of Tested Scoring 85–100	10%	8%	14%	0%	0%	0%
Mathematics A						
Number Tested	0	73	230	0	4	21
Number Scoring 55–100	0	55	158	0	#	5
Number Scoring 65–100	0	44	105	0	#	2
Number Scoring 85–100	0	17	8	0	#	0
Percentage of Tested Scoring 55–100	0%	75%	69%	0%	#	24%
Percentage of Tested Scoring 65–100	0%	60%	46%	0%	#	10%
Percentage of Tested Scoring 85–100	0%	23%	3%	0%	#	0%
Mathematics B (first administered June 2001)						
Number Tested	0	0	47	0	0	1
Number Scoring 55–100	0	0	34	0	0	#
Number Scoring 65–100	0	0	17	0	0	#
Number Scoring 85–100	0	0	3	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	72%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	36%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	6%	0%	0%	#
Global History and Geography						
Number Tested	168	226	224	11	17	26
Number Scoring 55–100	154	184	188	10	15	15
Number Scoring 65–100	131	142	157	9	12	11
Number Scoring 85–100	34	23	45	1	0	2
Percentage of Tested Scoring 55–100	92%	81%	84%	91%	88%	58%
Percentage of Tested Scoring 65–100	78%	63%	70%	82%	71%	42%
Percentage of Tested Scoring 85–100	20%	10%	20%	9%	0%	8%
U.S. History and Government (first administered June 2001)						
Number Tested	156	227	189	12	17	10
Number Scoring 55–100	135	206	177	5	9	8
Number Scoring 65–100	115	177	168	4	6	6
Number Scoring 85–100	32	39	56	0	1	1
Percentage of Tested Scoring 55–100	87%	91%	94%	42%	53%	80%
Percentage of Tested Scoring 65–100	74%	78%	89%	33%	35%	60%
Percentage of Tested Scoring 85–100	21%	17%	30%	0%	6%	10%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	201	256	194	19	21	10
Number Scoring 55–100	169	216	165	9	17	8
Number Scoring 65–100	132	188	139	2	13	5
Number Scoring 85–100	25	40	31	0	0	0
Percentage of Tested Scoring 55–100	84%	84%	85%	47%	81%	80%
Percentage of Tested Scoring 65–100	66%	73%	72%	11%	62%	50%
Percentage of Tested Scoring 85–100	12%	16%	16%	0%	0%	0%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	116	224	220	1	11	9
Number Scoring 55–100	91	130	148	#	6	5
Number Scoring 65–100	74	81	122	#	3	2
Number Scoring 85–100	35	30	36	#	1	0
Percentage of Tested Scoring 55–100	78%	58%	67%	#	55%	56%
Percentage of Tested Scoring 65–100	64%	36%	55%	#	27%	22%
Percentage of Tested Scoring 85–100	30%	13%	16%	#	9%	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		82	133		0	1
Number Scoring 55–100		68	100		0	#
Number Scoring 65–100		31	48		0	#
Number Scoring 85–100		1	12		0	#
Percentage of Tested Scoring 55–100		83%	75%		0%	#
Percentage of Tested Scoring 65–100		38%	36%		0%	#
Percentage of Tested Scoring 85–100		1%	9%		0%	#
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	22	34	27	0	0	0
Number Scoring 55–100	22	29	26	0	0	0
Number Scoring 65–100	21	27	26	0	0	0
Number Scoring 85–100	8	11	12	0	0	0
Percentage of Tested Scoring 55–100	100%	85%	96%	0%	0%	0%
Percentage of Tested Scoring 65–100	95%	79%	96%	0%	0%	0%
Percentage of Tested Scoring 85–100	36%	32%	44%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	56	78	83	1	0	1
Number Scoring 55–100	51	68	75	#	0	#
Number Scoring 65–100	45	63	65	#	0	#
Number Scoring 85–100	13	23	22	#	0	#
Percentage of Tested Scoring 55–100	91%	87%	90%	#	0%	#
Percentage of Tested Scoring 65–100	80%	81%	78%	#	0%	#
Percentage of Tested Scoring 85–100	23%	29%	27%	#	0%	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	160	224	34	4	4	0
Number Scoring 55–100	72	81	10	#	#	0
Number Scoring 65–100	51	43	3	#	#	0
Number Scoring 85–100	14	4	0	#	#	0
Percentage of Tested Scoring 55–100	45%	36%	29%	#	#	0%
Percentage of Tested Scoring 65–100	32%	19%	9%	#	#	0%
Percentage of Tested Scoring 85–100	9%	2%	0%	#	#	0%
Sequential Mathematics, Course III						
Number Tested	64	78	21	2	0	0
Number Scoring 55–100	54	59	6	#	0	0
Number Scoring 65–100	45	50	3	#	0	0
Number Scoring 85–100	19	21	1	#	0	0
Percentage of Tested Scoring 55–100	84%	76%	29%	#	0%	0%
Percentage of Tested Scoring 65–100	70%	64%	14%	#	0%	0%
Percentage of Tested Scoring 85–100	30%	27%	5%	#	0%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	47	96%	114	88%	136	84%
Students with Disabilities	5	80%	14	100%	21	33%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	208	13%	22%	59%	6%
	Students with Disabilities	34	47%	9%	38%	6%
	All Students	242	18%	20%	56%	6%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	208	6%	38%	50%	6%
	Students with Disabilities	25	16%	80%	4%	0%
	All Students	233	7%	42%	45%	6%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	1	1	#	#	#	#
Middle Level						
Social Studies	5	0	0	0	2	3
Secondary Level						
English Language Arts	3	0	#	#	#	#
Social Studies	3	0	#	#	#	#
Mathematics	2	0	#	#	#	#
Science	2	0	#	#	#	#

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	143	143	143	25	25	25	168	168	168
Number Scoring 55–64	17	8	16	3	4	2	20	12	18
Number Scoring 65–84	79	97	82	7	4	5	86	101	87
Number Scoring 85–100	32	18	29	1	1	0	33	19	29
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)